

Message from the Dean

What continues to amaze me in my fourth year as Dean of the Watson College of Education are the efforts made by our faculty and staff to foster a productive, collaborative, supportive and engaged work and learning environment. The results of their efforts can be seen in the quality of our academic degree and certificate programs; the teaching, advice and mentoring that we offer to our students; the events and activities we sponsor; the school and community partnerships we maintain; the scholarly contributions that we make; our service to the campus and to our professional organizations; and in many other ways.

Of course it helps to receive external validation for this impression. One such validation came this past spring from our accreditation review by the National Council for Accreditation of Teacher Education (NCATE), which was a resounding success. Although the final written report will not be shared with us until later this semester, at our exit meeting the chair of the site review team referred to our Teacher Education Program in glowing terms: "an amazing special place"; "a staggering commitment to candidates"; "very responsive"; "inspirational"; "a vibrant intellectual community"; and "a beacon for those in the schools whose flame may be wavering." It is certainly gratifying to receive such strong affirmation of what we do from our national accrediting body.

And there have been plenty of other examples of appreciation for the work of our faculty and staff during the past year. For example, our Beginning Teaching Matters Project received a \$50,000 award from the Emerging Issues Forum in Raleigh, sponsored by the State Employees Credit Union; our Middle Level Education Program garnered the Teacher Preparation Program to Watch Award for North Carolina's Eastern Region from the North Carolina Association of Middle School Education; our Professional Development System (PDS), which now includes 146 partner schools in 12 school districts, was given the Exemplary Achievement Award at the annual meeting of the National Association for Professional Development Schools; and if I had more space for this column, I could go on and on with such indicators of excellence.

But perhaps the most important validation that I have heard is from our students. Throughout my 30-year career at UNCW and several other universities, I have often asked students and graduates about their experiences on campus and in our college. After several years of asking Watson College students, it finally dawned on me that they were using one word over and over again to an extent that I had never heard before, indeed, in virtually every response that I received to my general inquiry. It was the word "love," as in "I love the Watson College," "I love[d] being a student at UNCW," and the like. Talk about gratifying!

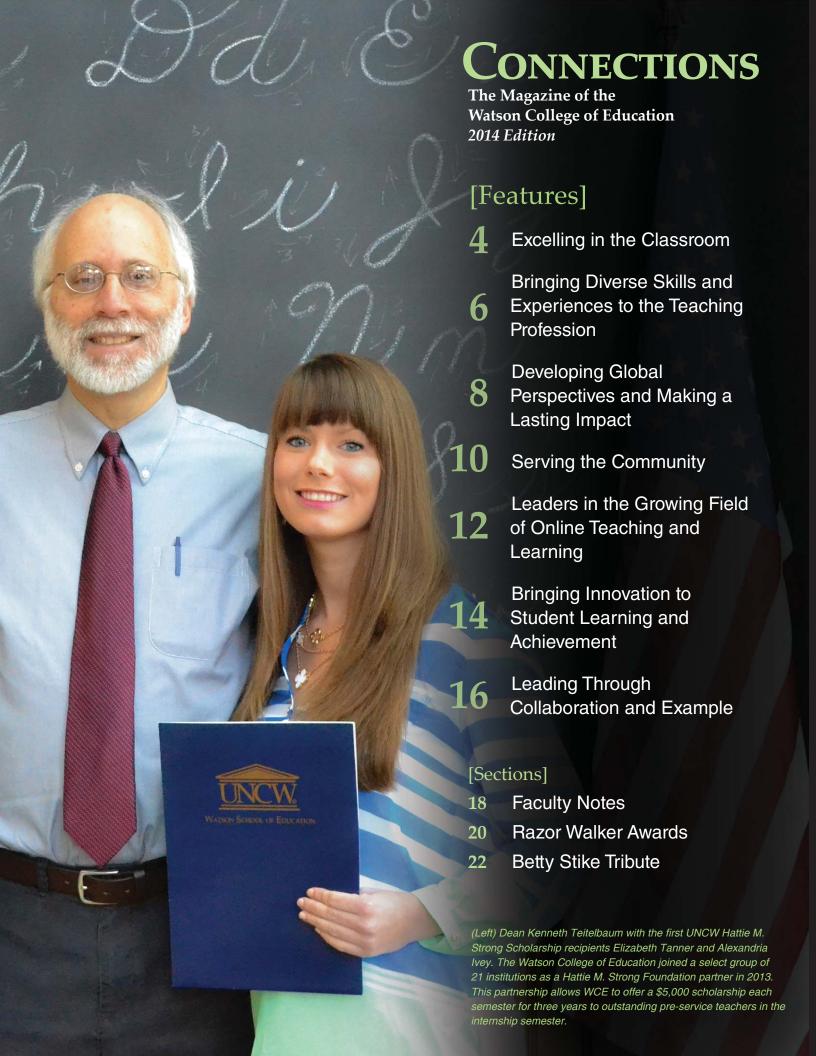
Of course at the core of the Watson College are our undergraduate and graduate students. In this issue of *Connections* magazine, we want to provide you with a sense of what and how our students and graduates are doing. Have a look at the seven feature stories in this magazine for a hint of how exceptional our students and alumni are.

We greatly appreciate your interest in our college and welcome your feedback about our many activities and accomplishments. For more information, see our website at www.uncw.edu/ed, which includes copies of our bi-monthly e-newsletter, the *Watson Chronicle*, and several new videos that feature our faculty, current students and award-winning graduates. And certainly feel free to contact me at teitelbaumk@uncw.edu or 910.962.3354.

Best wishes,

Kenneth Teitelbaum







When Lindsey Jordan '13 began her first year as a teacher at Gregory Elementary School last fall, she brought energy, creativity and high expectations to her classroom. By the end of the school year, her class showed growth of nearly two grade levels in math and reading and developed strong basic writing skills.

Jordan used a multifaceted approach to engage students, including the use of technology and music.

She developed a comprehensive plan for introducing technology to first graders and submitted a grant proposal for iPads to the New Hanover County Schools Central Office. Her students used the iPads to keep a daily reflection journal, "visit" countries around the world and complete exploratory research projects. One such research project involved force and motion and roller coasters.

"Many students didn't know what a roller coaster was," Jordan said. "The iPads helped them learn, online videos let them experience a ride, and I found an app that let us build a roller coaster in the classroom. It's incredible what students learned over the course of the project."

Jordan incorporated Raz-Kids and Reading A-Z apps in an effort to engage students in reading. They had access to interactive eBooks anytime. Students showed high growth in reading during the school year, and many continued to use the technology during the summer, she said.

Not all learning was tied to technology. Jordan infused music and songs into routine assignments. Interactive lessons – "Write around the Room" and "Math around the Room" – got kids up and moving. Students worked in small math groups using manipulatives for hands-on learning, and Jordan assigned homework that involved students using a study guide to teach math to their parents.

Another favorite class project was *The Wizard of Oz.* Students read the chapter

book and the play, assumed the roles of characters and worked on fluency using character voices. They also performed and recorded the play.

Principal Krista Holland '04M described the students' progress as "amazing."

"Lindsey understands there's not a moment to waste when it comes to student learning," she said.

Gregory Elementary has a science, technology, engineering and mathematics (STEM) focus where exploratory learning and new ideas are encouraged, Holland said.

"A quiet classroom does not necessarily mean a lot of learning is going on," she said. "We have to ask, do we want compliant completers or students actively engaged in learning? As a first-year teacher, Lindsey has been bold in her desire to try new ideas. The students have shown tremendous growth, so I support that."

A third generation educator who loves music, dance and theater, Jordan brings the confidence of a seasoned educator and the creativity of a performing artist to her work as a teacher.

"My mother and grandmother were both elementary school teachers," Jordan said. "So, I didn't feel like a first-year teacher. I feel like I have been teaching all my life."



Krista Holland '04M, principal, Gregory Elementary School with Lindsey Jordan '13.

Jordan graduated from the Watson College of Education in May 2013 with a degree in elementary education and a fine arts concentration. She is working toward a Master of Education (M.Ed.) degree at UNCW. She was a Teaching Cadet in high school and a Teaching Fellow at UNCW.

Jordan completed a field placement in a kindergarten classroom at Gregory in fall 2012 and received an early release from her internship at College Park Elementary School in the spring when she was invited to return to Gregory as a long-term kindergarten substitute. She was offered a full-time position teaching first grade the following year.

Jordan loves teaching at Gregory and feels she can make a difference, she said. It was sobering to hear children say "I can't do that" when faced with challenging academics, Jordan said, and "I'll never go to college."

"I knew I'd succeed in school and go to college because that's what I always heard from my parents," she said. "I need to help my students realize these are things they can aspire to as well."

Jordan works hard to motivate her students to do their best. She believes little things matter and celebrates small achievements with her class.

"In urban demographics, there's sometimes a perception that children have limits. I want teachers who believe there are no limits for our students, but instead think, 'These children can do anything," Holland said. "Lindsey gets that. She works hard every day to help her students envision possibilities they never imagined."

Holland offered Jordan an opportunity to remain with her students and teach them at the second grade level, an idea drawn from Eric Jensen's book, *Teaching with Poverty in Mind*. At first, Jordan wasn't keen on the idea.

"I wanted to continue to develop my skills," she says. "But then, I thought, this shouldn't be about me. It should be about what's best for the students."

"I'm data driven," she continued. "I've always looked at where my students are and where I can take them."

Jordan enjoys collaborating with other teachers at Gregory and professors at Watson College to share resources and ideas. Last year, she shared her use of technology in the classroom at the district level and served as host to two pre-service teachers from Watson.

"When I think of working with Lindsey during her internship and as a host for our education students, two attributes of an excellent teacher come to mind: solutions-minded and student-centered," said assistant professor Lisa Buchanan, who has worked closely with Jordan. "In just one year, Lindsey has emerged as a teacher-leader at Gregory."

Career Pathways for Teachers and School Administrators

Undergraduate and Licensure Programs

- Education of Young Children B-K
- Elementary Education K-6
- Middle Grades Education 6-9
- Secondary Education 9-12 (English, Mathematics, Science, Social Studies)
- K-12 Areas:
 - Foreign Language
 - Music
 - Physical Education & Health
 - Special Education General
 - Special Education Adapted

Master of Education (M.Ed.) Specializations

- Elementary Education K-6
- Middle Level Education 6-9
- Secondary Education 9-12
- K-12 Areas:
 - Spanish
 - Physical Education & Health
 - Academically and Intellectually Gifted
 - English as a Second Language
- Higher Education
- Leadership, Policy and Advocacy in Early Childhood Education
- Curriculum, Instruction and Supervision
- Language and Literacy

Master of School Administration (M.S.A.)

Add-On Licensure Programs

- Academically and Intellectually Gifted
- Curriculum Instruction and Supervision
- Education of Young Children
- Elementary Math
- English as a Second Language
- Reading
- School Administration

Doctoral Program in Educational Leadership (Ed.D.)

For information visit www.uncw.edu/ed/degrees.html

Bringing Diverse Skills and Experiences to the Teaching Profession

Master Sgt. Ryan Morris considered a civilian career in aircraft maintenance after mastering the skill of avionics in the U.S. Marine Corps, but an opportunity to train new Marines made him realize his passion was teaching others.

He began work toward an associate's degree at Coastal Carolina Community College in 2007, while stationed in Jacksonville at the Marine Corps Air Station New River. A long-time CPR instructor, he briefly contemplated a second career in emergency medical services, but a love of children led him to pursue a degree in elementary education. Morris enrolled in the undergraduate elementary education program offered by the Watson College of Education at the UNCW Onslow Extension Site in Jacksonville.

Morris credits his advisor Lisa Keenan, director of the UNCW Onslow Extension Site and UNCW military liaison, with ensuring an easy transition from CCCC to the university's education program. They developed a manageable plan for Morris to take courses each semester. Keenan also helped adapt required field experience hours to fit his military schedule.

An active-duty Marine, husband and father of four, Morris maintained a perfect 4.0 cumulative grade point average as he balanced overseas deployments, family obligations and coursework as a student.

An overseas deployment in the spring of 2012 interrupted Morris's work toward a degree. He took a leave of absence from the university with plans to return in the spring of 2013. When the tour of duty was extended, Keenan helped Morris devise a solution to remain on track. He enrolled in a language and literature course and began his final semester as a distance-learning student.

The course required reading 75 books aloud in different genres. Located aboard a ship in the Mediterranean Sea, Morris did not have access to reliable Internet service, but he did have access to the United Through Reading program. The program helps military families stay connected by enabling deployed parents to read children's books aloud via DVD for their children to watch at home. Morris used this resource to complete 25 of the required reading assignments before returning home to complete the course in person.

Melissa Morris was motivated to return to school after seeing her husband successfully juggle academic, career and family obligations. She graduated on May 9 with a bachelor's degree in social work, also offered through UNCW's Onslow Extension Site.

Currently stationed in Virginia Beach, Morris plans to retire from a 20-year career in the Marines next year. He looks forward to completing his internship semester in the fall of 2015, the last step on his journey to becoming an elementary school teacher. Morris hopes to teach first grade in Jacksonville where there are many military families.

Service as a Marine will enhance his teaching, Morris says, because he can relate to the challenges students and families face during separations and deployments. He plans to broaden students' perspectives by sharing stories and photos of his experiences overseas in locations such as Hawaii, Spain, Greece, Japan, Singapore and Thailand.

In June, Morris was invited to address the University of North Carolina Board of Governors to share his experience as a college student and active duty Marine. Morris was selected because he's an outstanding student and an excellent role model, says Keenan.

"Ryan has had the difficult experience of trying to do it all - serve his country, serve his community, raise a family and maintain good grades as he worked toward future goals," Keenan says. "And, with perseverance and determination, he's managed to do it all well."

In his address to the UNC Board of Governors, Morris praised the flexibility and affordability of the UNCW Onslow Extension program, the many pathways offered and the extensive support provided to military members and spouses looking to further their education, all of which, he says, are increasingly important to Marines who now face a less certain military career future.

Morris says he never felt overwhelmed as he worked toward his bachelor's degree while on active duty. He thanked the Board of Governors for their support of the UNC system and UNCW's Onslow Extension Site.

Morris offers this advice to fellow Marines and spouses considering pursuing a college degree: "Just do it. It's possible to balance the coursework with career and family. The hardest part is getting started."

UNCW has a long history of supporting military families that dates back to 1947 when the Wilmington College was founded. The school opened with 17 faculty members and 238 students, 75 percent of whom were veterans. Since that time, UNCW has become one of the leading universities in the southeast and maintains a deep tradition of educating and collaborating with local military personnel – both active-duty and retired – and their families. UNCW is consistently named by G.I. Jobs Magazine as one of the Top Military Friendly schools in the nation. Since 1995, the UNCW Onslow Extension Site has provided access to degree completion programs as well as graduate degrees for residents of Onslow County and surrounding regions. For information, write to onslow@uncw.edu or visit www.uncw.edu/onslow.



Alternative Pathways to Teaching for Career Changers

Are you interested in becoming a teacher? Master of Arts in Teaching (MAT) programs provide a pathway for students who hold a bachelor's degree but have little or no experience in education.

MAT in Elementary Education

- Earn a graduate degree and M-level license to teach kindergarten through sixth grade
- Structured as a four-semester cohort model
- Designed to give students maximum experiences in elementary classrooms

Program Coordinator

Dr. Kathleen Schlichting, 910.962.7786 schlichtingk@uncw.edu

www.uncw.edu/ed/eemls/elementary/mat.html

MAT in Middle Grades Education

- Earn a graduate degree and M-level license to teach middle grades language arts, math, science and/or social studies
- 33-hour program is offered on campus and through distance education technologies, and students may enroll part-time or full-time
- Designed to give students extensive middle grades field experiences

Program Coordinator

Dr. Kathleen Roney, 910.962.7195 roneyk@uncw.edu

www.uncw.edu/ed/eemls/middlegrades/grad_mat.html

MAT in Secondary Education

- Program offered for students with an undergraduate degree in math, science, English or history who wish to teach at the high school level.
- Earn a graduate degree and M-level license in secondary content area (mathematics, science, English or social studies)
- Structured as a one-full year program
- Designed to give students extensive high school field experiences

Program Coordinator

Dr. Ginger Rhodes, 910.962.7756 rhodesg@uncw.edu

www.uncw.edu/ed/itfse/mat



History of WCE Partnership with Belize

San Pedro, Belize became a sister city of Wilmington in 2007. A key objective is to promote student exchange programs as a means of creating greater mutual understanding and cooperation. Over the past six years, Watson College professors Susan Catapano and Dennis Kubasko have developed an interactive, multi-level relationship with educators in Belize, working in collaboration and partnership with Isla Bonita School, the Belize Ministry of Education, San Pedro High School, San Pedro Junior College, Galen University and University of Belize. Faculty-led field experiences to Belize are offered to graduate and undergraduate students during the spring semester.

International Studies Program

The Watson College of Education provides students the opportunity to work and study in schools throughout the world.

International Field Experiences Offered 2013-14

- Belize
- Costa Rica
- Japan
- Kuwait
- London
- South Africa

International Field Experiences Under Development

- Ethiopia
- Malawi, Africa
- Turkey



For more information visit www.uncw.edu/ed/international

Our Exceptional Students are...

Developing Global Perspectives and Making a Lasting Impact

A young girl arrived at Isla Bonita Primary School in San Pedro, Belize wearing a tiara for her birthday. Kyla giggled excitedly when she saw the girl, and whispered "princess" to UNCW senior Alexis Gibson. It was the first word Kyla, who has Down syndrome, had ever spoken at the school.

Gibson, a student in the Adapted Curriculum (AC) Special Education Program, arrived in Belize in the spring of 2014 with a goal of teaching students with disabilities sustainable solutions for communication and learning. The Watson College of Education has offered faculty-led field experiences to Belize for the past six years, but Gibson was one of the first to participate from the AC Special Education Program. The program prepares teachers to assist students with moderate to severe disabilities.

In Belize, children with special needs are in the general curriculum.

"Teachers are very caring, but have no training and few resources to accommodate special needs," says Susan Catapano, director of international programs and chair of the Department of Educational Leadership at the Watson College. "Alexis quickly identified key children with low-incidence disabilities including cerebral palsy and Down syndrome. She worked with them every day and the progress students made was remarkable."

Gibson worked one-on-one with 11 children throughout the five-week field experience. She set goals, devised individual strategies and introduced new methods of communication and learning. Gibson loaded assistive technology materials on an iPad for a student with cerebral palsy and taught the student and her mother to use them. She also created charts to help a deaf student communicate numbers, emotions and simple requests in class.

"That's what I was trained to do," Gibson says. "The AC special education program at the Watson College is awesome. I've gained the knowledge, skills and qualifications to work with students with a wide range of disabilities."

Gibson's work with Kyla, a Standard IV student, the equivalent of sixth grade in the U.S., began with simple assessments. Could she write her name? Did she know her letters?

Gibson taught Kyla to write letters, count to 10 and communicate using Signing Exact English, a sign language system. Each day, Gibson would point and sign as they walked together around the school. Kyla quickly picked up words such as door, window, slide, tree and table.

Gibson also worked with Kyla at her home, and devoted 30 minutes of each day to teaching sign language to Kyla's classmates, teacher Yvette Ramirez and student teacher Lizz Quirk. Quirk, a general curriculum special education major at the Watson College, is licensed to teach both elementary education and general curriculum special education. She completed her internship coteaching in Kyla's Standard IV classroom.

Gibson and Quirk created a documentary that chronicles their work with the class and Kyla's transformation. In just a few weeks, Kyla grew from an introverted girl who spent most of her day alone coloring in books to a smiling active participant in class.

Ramirez was impressed with Kyla's progress, which she says changed the dynamic of the classroom.



Gibson worked with Catapano to purchase a signing book so Ramirez and the class can continue to build on the language skills that have enabled Kyla to communicate with her peers.

Developing Global Perspectives

While in Belize, Gibson collaborated and shared strategies for teaching and classroom management with Isla Bonita Elementary School teachers. She was invited by the Ministry of Education to visit a tutoring center for students with disabilities on the neighboring island of Caye Caulker. She toured a governmentrun school for students with severe disabilities in Belize City.

Gibson also participated in the Full Circle Project created by Catapano to connect the work students do in North Carolina schools with their field experience abroad. During the first 10 weeks of her internship semester, Gibson worked with eight students at Sunset Park Elementary School in Wilmington. Using books,

maps and projects, she introduced the students to Garifuna music, food and local pastimes of Belize. In San Pedro, she taught students about North Carolina. Students exchanged photos, notes and gifts and communicated via Skype.

Special education professor Linda Mechling taught Gibson's AC courses, supervised her internship and field placements and served as her advisor. She was impressed with Gibson's personal commitment to working with people with disabilities.

"She excelled academically and demonstrated a compelling desire to learn everything she could in order to be an effective special education teacher," Mechling says.

Gibson graduated in May with a Bachelors of Arts degree and licensure in adapted special education. She says a personal goal during her final internship semester was to keep high expectations for all of her students.



For the students in Belize, "I wanted to give them sustainable solutions for communication and a better quality of life," she says.

Catapano says Gibson achieved her goal.

"We've been going to Belize for six years, so we knew Kyla and many of the other students. Alexis made it her mission to work with these children and leave something behind that wasn't there before," Catapano says.



Each weekday afternoon during the school year, a bus pulls up to the Good Shepherd Center in Wilmington, returning schoolaged children to their temporary home. Shelter staff members greet the children with a smile and a high-five and tell them, "Get ready for your UNCW Buddies." Soon, Watson College students arrive to join the children and their families.

Five nights a week, Watson College volunteers help with homework and special projects, engage children in reading, play games and provide families with a much-needed break. They also listen to the children, provide them with individual attention and help them feel safe in their new environment.

Katrina Knight, executive director of Good Shepherd Center for the past 10 years, said the interaction with volunteers gives the children "a feeling of being important and special at a stressful, confusing time and offers individualized support for building reading confidence and overcoming the educational deficits that often go hand-in-hand with childhood homelessness."

"In the process, it serves as a lifeline for parents whose focus in the shelter must be on doing everything possible to return the family to housing stability," Knight said. "We meet our homeless families at the worst time in their lives. The Watson students provide a happy diversion but also educational building blocks that will serve these kids long after they've left Good Shepherd. We could not be more grateful for the investment they make in improving these children's lives for the long term."

The college has a long history of participating in outreach programs at Good Shepherd. More than 800 undergraduate and graduate students from Watson College have provided support to families since 2006. Professor Kathy Roney initially coordinated efforts to organize volunteers to help serve hot meals. One night while volunteering, associate professor Katie Schlichting noticed more children in line for food. She wondered where the children go in the evenings. When she learned the children stayed in the small family room at the center and watched television, Schlichting said, "We can help."

In fall 2006, Schlichting added a requirement for students in her elementary education class to volunteer at Good

Shepherd three evenings during the semester. She told the students their job was to meet the needs of children and families and to think about what they could do to make the families' lives better.

Some students were initially reluctant to participate in the assignment, but, after an orientation at the shelter, they were eager to be involved, she said. The vast majority have found the experience eye-opening and rewarding. Many have extended their service beyond the required hours.

Ashli Edwards '12 completed a field experience in a Title I kindergarten class during her junior year at UNCW, the same semester she began volunteering at Good Shepherd. At the time, a woman and her five children, four months to 10 years old, were guests at the center. Edwards was surprised to learn she knew three of the boys, including one who was in her class.

"If I hadn't seen them at Good Shepherd, I would never have known they were homeless," said Edwards, who is now a first grade teacher at Snipes Academy. "I realized then that guests of the shelter are people with normal lives. They just face challenging times and end up there for a

while. When I think about the children, I can't believe their strength and courage. They're placed in a situation they have no control over, but they still get up, go to school and learn. That's inspiring to me."

Amy-Marie Knox '13, a kindergarten teacher at Snipes Academy who participated in the program as an undergraduate, said there's no formula for engaging the children.

"The families are going through a difficult time and sometimes the children are withdrawn," she said. "One day you might bring a book. If that doesn't work, the next time you might bring a game. Just the fact that you show up and bring something shows them you're trying."

Knox and Edwards continued their involvement at Good Shepherd long after course requirements were completed. Knox created Saturday game nights, recruiting friends to join her at the shelter to play Apples to Apples with the children and hearts with the adults.

Edwards said it's sometimes hard to accept that relationships with the children are temporary.

"When you come to Good Shepherd and see that a child you were working with is gone, it's the best form of disappointment you can have because it means the child and the family have found a home," she said.

WCE faculty members Ann Potts, Jerry Zinner, Lisa Buchanan, Georgie Bramley and Brad Walker have helped Schlichting expand the program from 25 student volunteers to more than 100 in some semesters. An estimated 65 Watson College students will serve as UNCW Buddies this fall.

WCE students discuss their experiences in class and keep a blog to share progress with the children each semester.

"Different students volunteer each evening, and the blog helps them share information about the ages of the children, homework and school projects, and materials and resources that the children need so the WCE students come in prepared to work with the children," said Schlichting.

Students are not required to bring supplies to help children complete school projects, but many purchase books, games and art supplies. This year, Schlichting earned a Friends of UNCW grant for \$1,000 to create a library in the family area at the center. Funds will be used to purchase books, math manipulatives and an iPad to enable older students to conduct research necessary to complete their homework. Schlichting hopes to write another grant that will extend the tutoring and mentoring program, allowing support for children and families to continue throughout the year.

Families with children are the fastest growing segment of the U.S. homeless population, according to the Coalition for the Homeless. Good Shepherd has accommodated families at a night shelter since 2005. Access to a medical clinic and transportation to school is also provided, but the center's main focus is providing safe, temporary accommodations, serving hot meals and helping adults find employment and affordable housing.

"UNCW student volunteers are an incredibly positive addition to the center," said Kristin Pollock, volunteer coordinator at Good Shepherd. "We have many dedicated volunteers, but the Watson College students are the only ones who we invite to work one-on-one with the children."

Community Outreach at WCE

Watson College students participated in nearly 4,000 field experiences and 325 internships in area schools during the 2013-14 school year. Students and faculty also support the community through dozens of outreach programs.

Tutoring and Mentoring Programs

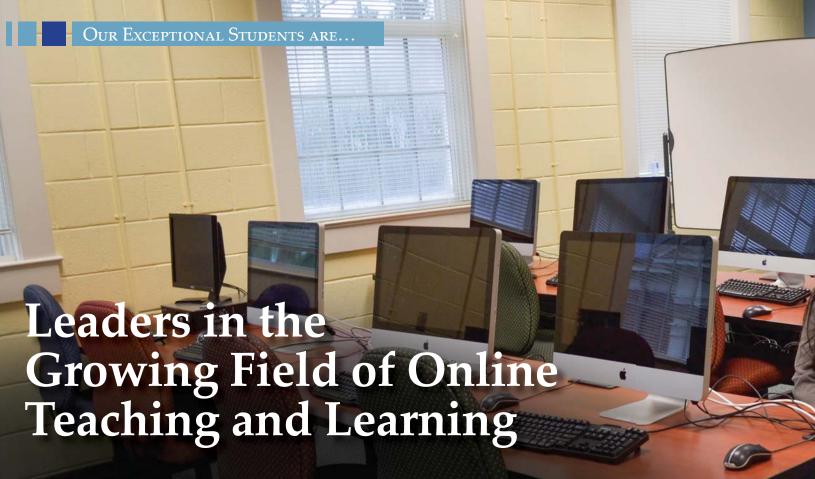
- Betty Holden Stike Ed Lab (Wilmington and Jacksonville)
- Brigade Boys and Girls Club
- Community Boys and Girls Club
- Hillcrest Reading Program
- New Hanover High School
- North Brunswick High School
- UNCW Athletic Advising Office
- We Care Program (at St. Ephesus SDA Church)
- Wilmington Residential Adolescent Achievement Place (WRAAP)

Youth Programs

- Engineering Expectations
- Junior Seahawk Academy
- Literacy Live
- MarineQuest

Other Outreach Activities

- Assistive Technology Demonstration & Lending Site
- Cape Fear Middle School Project-Based Learning
- Career and Technical Education Forum
- Cedar Grove Middle School Student-Centered Literacy Programs
- Community Non-Profit Series
- Curriculum Materials Center
- D.C. Virgo Preparatory Academy Advisory Board
- Digital Storytelling Project
- Dropout Prevention Coalition
- Educating Language Minority Students (ELMS) Project
- First Years of Teaching Support Program
- Gifted Information Sessions & Advocacy (GISA)
- Legislative Forum on Education
- National Board Certification Support Program
- North Carolina Principal Fellows Support Program
- Professional Learning Days
- Project Y.E.S. (Youth Engagement for Success)
- Public Speaker Series
- Reading Recovery Program
- Scholarship Brown Bag Series
- Southeast Regional Science and Engineering Fair
- Technology Loan Program (in the Center for Education in Science, Technology, Engineering, and Mathematics)
- Williston Middle School Poetry Program
- Wilmington Regional Science Olympiad



The Office of e-Learning (OeL) plays an important role in meeting the demand for online courses for working professionals, distance learners and budget conscious students. Since 2007, UNCW's online course offerings have increased from 91 to 389.

Patricia (Patsy) Gonzalez leads the Office of e-Learning. She was hired in 2006 as the UNCW's e-Learning specialist after earning a master's degree in instructional technology from the Watson College of Education. The part-time specialist position, funded with a grant from UNC General Administration, was created to help faculty transition to online learning environments as a means of growing UNCW's enrollment.

The OeL staff has grown to include instructional designer and faculty liaison Sheri Anderson '08M, instructional designer Beth Oyarzun '05M and two graduate assistants from the Watson College's Master of Science in Instructional Technology (MIT) Program. The team is responsible for teaching faculty campus-wide to design quality online courses.

Gonzalez, Anderson and Oyarzun, former middle and high school teachers,

keep the student learning experience front and center when assisting faculty with online course design and evaluation.

"We use research and best practices in teaching, not flashy tools with lots of bells and whistles," Gonzalez says. "It's about theory and what works, not what's cool to use."

OeL offers "design, develop and deliver contracts" that provide everything from planning through online course evaluation. Training on the effective use of technology in the virtual classroom is provided weekly.

In 2013, OeL partnered with the Nursing School to design UNCW's RN to BS online program to help meet the high demand for nurses with an accredited Bachelor of Science degree. Faculty took OeL's Introduction to Online Teaching course, designed to help them gain an understanding of the student online learning experience. They later teamed with OeL to design a series of courses using the seven and a half-week model; half the length of a traditional semester. A template was created to give all courses a common structure, so students could focus on content, Oyarzun says.

The RN to BS program offers six start dates each year, and full time students can complete the program in 12 months.

Not everyone needs comprehensive course planning services. Susan Catapano, chair of the Department of Educational Leadership at the Watson College, says OeL visits the college each semester to make a 30-minute presentation to faculty on new technology and how to use it.

"Our professors are very comfortable with online classes, and could do the research themselves, but it's very time-consuming," Catapano says. "OeL does the legwork for us. The service is very valuable. It helps us keep courses fresh, interactive and engaging."

Anderson says the OeL team is PC and Mac friendly, and happy to provide support wherever it's needed.

"Some professors transition seamlessly to an online environment," Anderson says. "Others need mentoring, design and technology support. We're here to provide whatever services faculty members need to deliver quality instruction for UNCW students."



The OeL is building a reputation as an expert in the field of online teaching and learning. Not only has the office increased online courses at UNCW, it has assumed a leadership role in collaborative efforts across the UNC system to enhance course offerings. Each semester, OeL partners with the North Carolina General Administration to host a series of webinars that gives faculty an opportunity to share success stories and online teaching experiences with peers throughout the state.

Mahnaz Moallem introduced the Instructional Technology program at the Watson College of Education in 1998, and is proud of the contributions that graduates such as Gonzalez, Anderson and Oyarzun are making in enhancing student learning experiences in a field that is still rapidly evolving.

"With the growth in online course delivery, the impact they're having across campus is huge," Moallem says.

"With the rapid growth in online learning, OeL's impact campus-wide is huge."
- Mahnaz Moallem

(From left) Patsy Gonzalez '05M, Sheri Anderson '08M and Beth Oyarzun '05M in the Office of e-Learning at UNCW

Instructional Technology Programs at the Watson College

Masters of Science in Instructional Technology (MIT)

The Masters of Science in Instructional Technology Program was introduced at the Watson College of Education in 1998. The program provides students the opportunity to gain skills and knowledge from educational and applied psychology, instructional systems design, computer science, systems theory and communication theory. The program, which is flexible and tailored to individual student needs and areas of interest, prepares professionals for a variety of roles in fields including business and industry, government, higher education and K-12 schools. Graduates of the program have had a 100 percent success rate securing professional employment in their field and area of specialty.

www.uncw.edu/ed/mit

Instructional Technology Specialist Certificate

An 18-credit hour post-baccalaureate certificate program is available to individuals interested in expanding their knowledge and skills in design, development, implementation and management of technology training and various instructional materials, web-based instruction, virtual learning communities, graphic production and multimedia production.

www.uncw.edu/ed/mit/certification.html

Online Teaching & Learning Certificate

The Watson College of Education introduced a post-baccalaureate certificate in Online Teaching and Learning (OT&L) in fall 2014. The 18-credit hour program is designed to meet a growing demand from K-12 schools, colleges, universities and businesses for professionals with the knowledge and skills to design, develop, implement, manage and evaluate effective online and blended learning programs.

www.uncw.edu/ed/mit/otlcertification.html

Bringing Innovation to Student Learning and Achievement

Lucas Gillispie '08M, instructional technology coordinator for Pender County, is an internationally recognized educational gaming expert. He is a frequent speaker on educational gaming and its impact on learning at technology conferences around the world.

Educational gaming is an effective approach to learning because it incorporates fun, he says. It also encourages students to innovate and collaborate to achieve goals.

Gillispie began researching the link between gaming and learning eight years ago when he enrolled in the Masters of Science in Instructional Technology (MIT) Program at the Watson College of Education. A high school science teacher and avid gamer, he theorized that educators have a lot to learn from game designers about creating environments that foster learning.

"Commercial video game designers are adept at moving players with no knowledge to mastery over very complex problem development systems," he says. "The content is a challenge but the learning process is embedded and conceptualized."

Gillispie completed thesis work researching the effects of DimensionM, a 3-D video game, on student

achievement and engagement in mathematics. His project, an enrichment program for seventh and eighth grade pre-algebra and algebra students, showed promising results.

Gaming can help engage students at all learning levels, Gillispie says.

"Virtual worlds have a leveling, equalizing ability and students who never participate in the classroom can quickly become leaders online," he says.

The program is equally effective with AIG students "who work at their own pace and just keep going, well beyond the curriculum," Gillispie says.

"Quests" replace assignments and students earn experience points as they master material. As points accumulate, students rise to higher levels. Schools today have assessment backwards, Gillispie says. Assignments start with a potential grade of 100 and students can only go downhill as points are deducted for things done incorrectly.

"With games, students start with nothing, develop skills, then mastery. As students progress, the work gets harder, but they're given more tools to work with," he says.

Another advantage is that students are given multiple attempts to try things.

"Games provide a different take on failure, and an opportunity to recover and build on mistakes," he says. "This is the way learning happens in the real world and we, as educators, should be part of the real world."

Gillispie began to look more closely at commercial games popular with teens, such as World of Warcraft. He thought, "If I could take a group of students and work with World of Warcraft, what could they learn?" Gillispie's list included concepts from social studies, math and language arts. When it grew to two pages, he developed a second list of funding and other support needed to pilot the program. He presented his proposal to the school district.





With the support from Pender County Schools Assistant Superintendent Rachel Manning, Gillispie worked with former Cape Fear Middle School (CFMS) principal Edie Skipper Ed.D. '13 and language arts teacher Craig Lawson to develop an after-school program for at-risk students. Students found the program challenging and engaging, and at the end of the year they led a virtual tour for the Virtual Worlds Best Practices in Education Conference, sharing the program's outcomes with educators from 11 countries.

Grant funding from the Ludus Project enabled CFMS to develop a more comprehensive language arts course built around gaming the following year. The grant also enabled the school to purchase Alienware gaming laptops and World of Warcraft subscription accounts for students. The program was introduced as an enrichment class at CFMS and published online. It has since expanded to West Pender Middle School and 11 schools in Florida, California, Oregon and Canada.

Last year, Scott Deasy replaced Lawson as the language arts teacher supporting CFMS's gaming program. Charged with adapting the course to align with the Common Core curriculum, Deasy, who wasn't a gamer, was skeptical at first.

"There's a big difference between slaying a dragon and punctuating a sentence," Deasy says with a laugh.
"Not everything can be taught through a game."

Although the job was a challenge, Deasy now agrees gaming is an effective way to help students learn.

"I haven't seen writing improve this much in any other program we've offered," he says. "Reading has also improved because students have to read everything."

Each year, 40 to 50 students express interest in participating in the program, but the program is limited to 17 students due to funding.

Gillispie has found other ways to expand on his concept in Pender County. Minecraft has been introduced to fourth and fifth graders at Cape Fear and Topsail elementary schools, and the county now has two servers that support more than 300 accounts.

Gillispie credits the MIT program at the Watson College of Education for helping him gain a much broader perspective on systems thinking that became a starting point for his research on educational gaming. He's passionate about the concept and believes gaming will eventually gain wider acceptance as a means of improving student learning and achievement. As evidence, he points to the popularity of Minecraft with elementary and middle school children and national efforts underway to use it in schools to introduce students to coding and design.

"People are beginning to realize that games are a great gateway to learning," he says.



Pam Baldwin '10 Ed.D. has inspired countless students, teachers, parents and fellow administrators with her vision, boundless energy and unwavering commitment to student success over the past 15 years. The former high school science teacher and administrator was recently named superintendent of Asheville City Schools. Baldwin was selected from a field of more than 100 candidates to lead the school district. She began her new post in July. During a recent visit to the Watson College of Education, Baldwin shared insights on her approach to student, teacher and community engagement, education philosophy and goals for the future.

Q. Congratulations on your new position. What are you looking forward to as the new Asheville City Schools superintendent?

A. Getting to know the community, working to identify needs and priorities and developing strategies to close the achievement gap.

Q. You have had success closing the achievement gap in Onslow, New Hanover and Scotland counties. Can you share some strategies that have worked?

A. It starts with setting high expectations, but expectations alone aren't enough. You have to explain

what that looks like, model it and be accountable to every student. Sometimes you need different strategies for different students. Things that work might be tutoring, finding a friend they can confide in or simply acknowledging the student with a smile or a simple statement like, "I like your shirt."

I also ask a lot of questions. I ask teachers, "Have you videotaped your instruction or been observed?" I deal directly with issues like race and poverty. Sometimes people want to ignore them, but we are public educators and these issues are real. We have to acknowledge them and we have to deal with them.

Q. Preparing students to work with diverse populations is a priority of the Watson College. Did this area of interest influence your choice of UNCW?

A. Yes. Diversity was a factor. I was a lateral entry teacher and got my license at the Watson College in 2000. I waited for UNCW to develop a doctoral program because I knew it would be great. And it was. I learned a great deal from international travel, the business component and also a focus on poverty and diversity.

I went to South Africa with the first cohort in the doctoral program and it was eye-opening. You always hear about the extreme poverty in South Africa, but what we found was that it isn't much different than here. In rural North Carolina, there are extreme haves and have nots. It's really very similar. That was sad to see, and the thought that stayed with me was "We've got to do better."

Q. You have built strong relationships with students, teachers, parents and community members in several school districts, often in a very short period of time. How do you do it?

A. I'm very hands-on and very visible. I would never ask someone to do a job I wouldn't do. Nothing is beneath me. It's also important to be sincere. The kids, especially, know when you care.

Q. Can you share information on your education philosophy?

A. Again, it starts with high expectations. We can't let our needs drive what we do. The students' needs must drive what we do. Flexibility is important for any school leader. We need to give students options, have conversations, set parameters and encourage them to succeed.

Q. Is it getting harder to be flexible in the current environment where there's a move toward standardization of education? What is your opinion of the Common Core standards?

A. Common Core is great. It's a rich curriculum and the move toward critical thinking is good. It's the accountability component that's a problem. Flexibility in the classroom is possible but is being held back by fear.

Q. You have described yourself as a strategic planner and professional developer. Can you share your philosophy and approach?

"We do the most important job in the world, working with children."

- Pam Baldwin '10 Ed.D., Asheville City Schools superintendent A. I am very goal oriented and I believe you need a road map to success. That planning can be down to the student level. I am also big on program evaluation. I do lots of data crunching, share the information and ask lots of questions. It's not enough to have the data. You have to ask what does it mean? Where are we meeting the mark and missing the mark and what can we do about it? I start with the big picture and look at everything so we know what to set goals to. Having a science background helps. There, you start with a hypothesis and take definitive measured steps to research and test it. I approach my work in education in the same way.

Q. You have been a science teacher, middle school and high school principal, college instructor, director of teaching and learning and assistant superintendent for curriculum and instruction. What has been your favorite?

A. I've been happy in every role. Grades 9-12 are probably my favorite because it's awesome to see what these students can become.

Q. Can you share ways the doctoral program at the Watson College of Education helped you prepare for your leadership roles as principal of Hoggard High School, assistant superintendent for curriculum and instruction in Scotland County and now superintendent of Asheville City Schools?

A. The doctorial experience was my best experience in education. I grew as a person, an educator and a leader. The program touched on many areas of leadership. I mentioned the field experience in South Africa. I also completed a business internship with Jones Electric Cooperative. I had never worked side by side with a business CEO discussing goal setting and strategy, and the experience was very informative. Courses provided what we needed to become researchers and the professional dialogue with faculty and fellow students provided exactly what I needed at that time.

Q. What advice would you give others about educational leadership?

A. Teaching people – both children and adults – is about so much more than a test score or a grade. We want them to learn biology, but we also want them to learn to work together, be flexible, be surrounded by people who care about them and to learn to care about others. I understand the disappointment with a grade of 92; I've experienced it with my own daughters. But, I asked them and I ask all of our students to consider the bigger picture. The real question to focus on is, "Did you learn? Did the experience help you grow and stretch?"

Q. Can you talk about your passion for student success?

A. We do the most important job in the world, working with children. The way I see it there are only two potential outcomes. We help them become successful, happy citizens who contribute positively to society or not. And not is unacceptable. It may sound cliché, but I take that to heart.

Doctoral Program in Educational Leadership

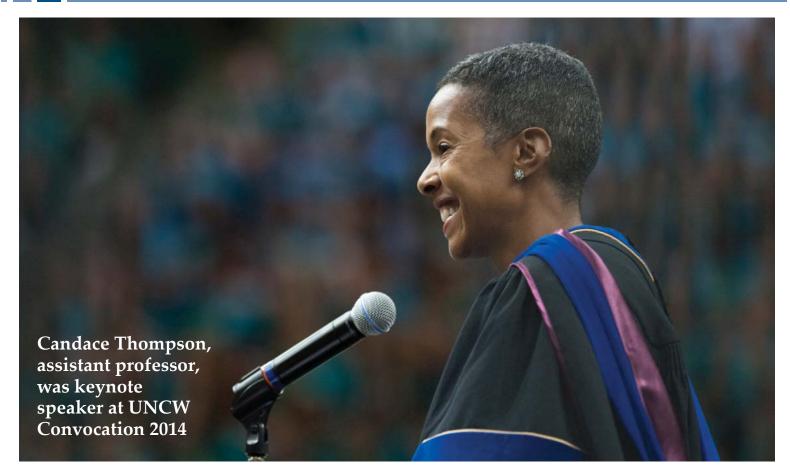
The Watson College of Education offers a doctoral program for aspiring leaders in schools, school districts and higher education. Specializations are offered in:

- Curriculum and Instruction
- Educational Administration
- Higher Education

Program Highlights

- A focus on research-based practice
- Effective use of educational technology
- A cohort model in the first year
- Opportunities for internships in international education, school/ government and business
- Coursework from the UNCW Cameron School of Business
- An applied dissertation study
- Dedicated faculty with diverse backgrounds and expertise

For more information visit www.uncw.edu/ed/edd



Alicia Brophy presented on "Effects of Culturally Relevant, Multi-media Integrated Social Skill Instruction with Parent Collaboration," at the Association of Behavioral Analysis Conference in Chicago (2014).

Lisa Buchanan authored "From 'Freedom Riders' to 'The Children's March': Civil Rights Documentaries as Catalysts for Historical Thinking," in *Social Education* (2014).

Marsha Carr authored "Meeting the Diverse Needs of Learners: How Superintendents Perceive Their Socioeconomic Background Influences Leadership," in *Virginia Educational Leadership* (2014).

Susan Catapano co-authored "Leadership in Hard-to-Staff Schools: Novice Teachers as Mentors," in *Mentoring and Tutoring* (2013).

Elizabeth Crawford co-authored "Science Learning in Out-of-School Time: Family Engagement Activities and Resources," in A. Shillady (Ed.), Spotlight on Young Children: Exploring Science (2013).

James DeVita co-authored "Intersectionality and the Performances of Identities: Experiences of Black Gay Male Undergraduates at Predominantly White Institutions," in E. Meyer & D. Carlson (Eds.), Gender and Sexuality in Education: A Reader (2013).

Amy Garrett Dikkers co-authored "Virtual High School Teacher and Student Reactions to the Social Presence Model," in *Journal of Interactive Online Learning* (2013).

Vance Durrington co-authored "Learning Tasks, Peer Interaction and Cognition Process: An Online Collaborative Design Model," in *International Journal of Information and Communication Technology Education* (2013).

Jeffrey Ertzberger and Florence Martin co-authored "Here and Now Mobile Learning: An Experimental Study on the Use of Mobile Technology," in Computers and Education (2013).

Kathy Fox authored "Exploring Neighborhood Literacy: Increasing Teachers' Understanding of Literacy Access Through Community Mapping," in *Journal of Praxis in Multicultural Education* (2014).

Jeremy Hilburn authored "Challenges Facing Immigrant Students Beyond the Linguistic Domain in a New Gateway State," in *Urban Review* (2014).

Scott Imig co-authored "Developing Culturally-aware School Leaders: Measuring the Impact of an International Internship," *Educational Administrative Quarterly* (2013).

Martin Kozloff authored "Some Tables on Lessons, Formats, and Phases of Mastery," in *Direct Instruction News/ Effective School Practices* (2013).

Dennis Kubasko serves on the Board of Directors for the North Carolina Science Leadership Association.

Somer Lewis and Amy Garrett Dikkers co-authored "The Power of Social Presence for Learning," in *EDUCAUSE Review* (2014).

Allen Lynn co-authored "Korean Sojourners in the Deep South: The Push/Pull Dynamics of Immigration," in *Diaspora, Indigenous, and Minority Education* (2013).

Linda Mechling co-authored "Continuous Video Modeling to Prompt Completion of Multi-component Tasks by Adults with Moderate Intellectual Disability," Education and Training in Autism and Developmental Disabilities (2014).

Amy Moody co-authored "Supporting Students with Autism Spectrum Disorders in Inclusive Settings: Rethinking Instruction and Design," in *Electronic Journal for Inclusive Education* (2013).

Eleni Pappamihiel co-authored "Cultural Self-awareness as a Crucial Component of Military Cross-cultural Competence," in *Journal of Special Operations Medicine* (2013).

Michele Parker and Florence Martin co-authored "A Case Study on the Adoption and Use of Synchronous Virtual Classrooms," in *Electronic Journal of E-learning* (2013). Parker also serves as president of the Eastern Educational Research Association.

Janna Siegel Robertson was the keynote speaker on "Discrimination by Data," for The Brunswick Black Leadership Caucus Juneteenth Celebration (2014).

Kathy Roney serves as editor of the *North Carolina Middle School Journal.*

Donyell Roseboro and **Candace Thompson** co-authored "'To Virgo or Not to Virgo': The Conversion of a Neighborhood School from a Pit to a Beloved," in *Equity & Excellence in Education* (2014). Roseboro also serves on the editorial board of *Educational Studies*.

Andrew Ryder co-authored "Using History to Promote Reflection: A Model for Reframing Student Affairs Practice," in *Journal of Student Affairs Research and Practice* (2014).

Katie Schlichting co-authored "The Common Core May Not Be for the Common Good: A Whole-Child Approach to School Improvement," in *Journal of Teaching, Learning and Research in Educational Leadership* (2013).

Crystalyn Schnorr co-authored "Implementing CIRCLES: A New Model for Interagency Collaboration in Transition Planning," in *Journal of Vocational Rehabilitation* (2014).

Robert Smith co-authored "Creating the Cougar Watch: Learning to be Proactive Against Bullying in Schools," in *Middle School Journal* (2014).

William Sterrett authored *Short on Time:* How Do I Make Time to Lead and Learn as a Principal (2013).

Jeanne Swafford serves as president of the North Carolina Reading Association.

Amy Taylor co-authored "Pinpointing Watershed Pollution on a Virtual Globe: An Exploration of Google Earth," in *The Science Teacher* (2014).

Kenneth Teitelbaum co-edited *School Reform Critics: The Struggle for Democratic Schooling*, for which he authored a chapter, "Teacher Education in Volatile Times: Forward to the Basics" (2014).

Candace Thompson and Susan Catapano co-authored "First, A look Inside," in *The Diversity, Equity, and Social Justice Handbook for Practicing Educators: Leadership*, published by the National Association for Multicultural Education (2014).

Brad Walker and **Martin Wasserberg** co-authored *The Incredible Work of the Elementary School*, 2nd edition (2013).

Tamara Walser co-authored *Evaluability Assessment: Improving Evaluation Quality and Use* (2014).

Martin Wasserberg authored "Stereotype Threat Effects on African American Children in an Urban Elementary School," in *The Journal of Experimental Education* (2014).

Connections

2014 Edition

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2014 Razor Walker Awards

Recognizing North Carolina Leaders for Service to Youth

Since 1993, the Watson College of Education has presented Razor Walker Awards to honor individuals and community organizations throughout North Carolina for their vision, service, courage and dedication to making a difference in the lives of young people.

Dr. Sheri Carroll

Sheri L. Carroll is the medical director for the New Hanover Regional Medical Center (NHRMC) Neonatal Intensive Care Unit (NICU). For many years, she has waged a personal and professional war on premature births, working tirelessly to improve the quality and safety of medical care for newborn infants. Dr. Carroll shares her skills and talents at state and national levels through the Perinatal Quality Collaborative of North Carolina and the Vermont Oxford Network (VON), which works to improve the quality of care delivered to neonates. Under Dr. Carroll's leadership, and in collaboration with Coastal Carolina Neonatology, the NHRMC Betty H. Cameron Women's and Children's Hospital was among three featured centers of innovation selected to participate in an internet-based quality improvement collaborative, which was shared with NICU facilities worldwide. Dr. Carroll, a Wilmington native, received her medical degree at the University of North Carolina at Chapel Hill. She completed her pediatric residency at the University of Rochester Medical Center in Rochester, N.Y. and a fellowship in neonatal-perinatal medicine at UNC.

J.H. Corpening II

New Hanover County Chief District Court Judge J.H. Corpening believes providing positive avenues for children and families will prevent them from entering the judicial system. That is one of the reasons why Corpening has volunteered in schools, scouts, community agencies, and religious and professional organizations for more than 30 years. He has served as a volunteer at New Hanover schools for decades, with assignments ranging from reading tutor to traffic coordinator to "word caller" at the spelling bee. He has served four terms as PTA president, and received recognition as Volunteer of the Year at elementary, middle and high schools in the region. Corpening has worked with local elected officials, police departments and community agencies to combat gang violence, bullying and the exploitation of children. He was instrumental in the creation of a Local Safer Schools Task Force in 2013. Corpening has participated in Boy Scout leadership and training at regional and national levels, served as a charter member of the New Hanover Partnership for Fatherhood, taken a leadership education role in his church and supported a number of local community agencies.

Stephanie Fanjul

Stephanie Fanjul helped shape the state's Smart Start preschool program in the 1990s, and subsequently oversaw its growth and implementation in every county. Under Fanjul's guidance, Smart Start became a national model, securing North Carolina's position as a leader in early childhood development programs. Fanjul began her

career as an elementary school teacher, and soon founded Workplace Options, a company devoted to establishing employer-based childcare. In 2007, she was selected to serve as president of the North Carolina Partnership for Children, where she oversaw a partnership between Smart Start and Blue Cross Blue Shield of North Carolina to combat childhood obesity. She has served on numerous city and state boards in support of early childhood education, and led the team for North Carolina's Race to the Top Early Learning Challenge Grant, which received the highest score in the nation.

Peter Hans

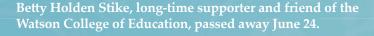
For more than two decades, Peter Hans has given generously of his time, talents and vision for the betterment of public higher education in North Carolina. In 2000, he helped win voter support for a \$3.1 billion capital allocation to public colleges and universities for renovation and expansion of access to affordable, quality education. In 2007, as a member of the UNC Tomorrow Commission, he helped guide long-range planning for the University of North Carolina (UNC) system. In recent years, Hans has worked closely with UNC President Thomas W. Ross to develop a long-term strategic plan and set priorities for North Carolina's university system extending to 2018. Hans received an undergraduate degree from the University of North Carolina at Chapel Hill and a Master of Liberal Arts from Harvard University. He is currently a senior policy advisor for the law firm Nelson Mullins Riley & Scarborough in Raleigh and chair of the UNC Board of Governors.

Jack Viorel

Jack Viorel is founder of the Indo Jax Surf School and Indo Jax Surf Charities, a Wilmington-based nonprofit committed to empowering disadvantaged, medically fragile and special needs children by teaching them to surf. Viorel, a California native and former elementary school teacher, moved to Wilmington with his family in 2006. He continued his career teaching first grade at St. Mary Catholic School and received the prestigious Monsignor Gerald Lawrence Lewis Award for teaching excellence in the 2010-11 school year. In 2012, Viorel made the difficult decision to retire from a 20-year teaching career and devote his time and talent to helping underserved children in a unique and innovative way. Viorel offered surf camps at no charge to children with autism, visual impairments, hearing impairments, cerebral palsy, cystic fibrosis and other special needs. He has worked with children from the Boys and Girls Clubs who had never seen the ocean, held camps in California and Norway and taught the joy of surfing to orphans living in extreme poverty in India. In 2013, the charity served more than 1,000 children in the Cape Fear region, the state and around the world.

In Memoriam

Betty Holden Stike



Stike was a founding faculty member of the UNCW Department of Psychology and Education in 1963, a two-person department that has since grown into the Watson College of Education. She was a life-long supporter of public schools, giving more than 70 years of service to education and 50 years of support to the Watson College and UNCW.

Dean Kenneth Teitelbaum recognized Stike as "a dear friend who often attended events at the college and loved meeting with students."

Stike began her career in education in 1946 and taught in public elementary schools for 24 years before joining Wilmington College (now UNCW), where she taught elementary and social studies education until her retirement in 1983. Stike continued to supervise student teachers until 1985.

During her long professional career, Stike held local and state offices in the North Carolina Association of Educators (NCAE) and helped charter the NCAE student organization at UNCW. She was an active member of the North Carolina Sorosis Women's Club, holding offices of president, vice president and chaplain on the district level. She was also a member of the Delta Chapter of Alpha Delta Kappa, an international honorary organization for women educators. Both the Sorosis Club and Alpha Delta Kappa award scholarships designated for Watson College.

"Betty was a champion of teaching and service, which are ideals that both she and UNCW shared," said Eddie Stuart, vice chancellor for university advancement. "Betty was a great advocate of our university along with her son, John. They both have been important contributors to the truly transformational experience we provide to our students. She will be greatly missed, and never forgotten."

Stike's wonderful spirit and commitment to public education will live on in the Betty Holden Stike Education Laboratory named in her honor and the Betty Holden Stike Scholarship she created at UNCW.





Betty Holden Stike's Legacy at UNCW

The Ed Lab

Betty Holden Stike, a founding faculty member of the education program at the University of North Carolina Wilmington, was passionate about providing pre-service teachers with opportunities to work with children.

In 1985, Watson College opened its Education Laboratory, a tutoring facility, model classroom, resource center and critical component of the undergraduate elementary, middle grades

and special education programs. In the Ed Lab, students practice what they learn as they provide one-on-one tutoring in math and reading for children in the community.

The facility was renamed The Betty Holden Stike Education Laboratory in 2000 when Dr. John R. Stike established an endowment to honor his mother's dedication and many contributions to UNCW and education.

Over the course of nearly 30 years, more than 5,000 Watson College students have benefited from the professional development opportunities provided in the Betty Holden Stike Ed Lab.

"Here, I often see that transformative moment when students start to think of themselves as teachers for the first time," said Ed Lab director Brian Brinkley.

Ashli Edwards '12, a first grade teacher at Snipes Academy said, "We were so young when we started tutoring in the Ed Lab. The experience was really helpful. The faculty and staff look out for the Watson College students and the children. When I got stuck, they really helped me refocus and apply what I had learned in class."

Lindsey Jordan '13, a teacher at Gregory Elementary School, called the Ed Lab "a classroom of one." She said the experience helped her plan, teach and learn to communicate effectively with parents.

"The Ed Lab is amazing," she said.

The Betty Holden Stike Education Laboratory is located on the first floor of the Education Building on the main campus at UNCW. In 2009, Watson College opened a second Ed Lab in partnership with Coastal Carolina Community College to serve children in Onslow County.

Alumni, Parents, Students and Friends

Thank you for reading *Connections*. We hope you enjoy these stories and recognize that financial contributions in any amount help the Watson College of Education build on our priorities in:

- Scholarship Support
- Faculty Research and Scholarly Enterprise
- Support for Student Organizations
- Community Outreach Programs

Contributions have an immediate impact on current students and directly benefit core areas within the college. Please consider supporting the Watson College of Education with an annual gift earmarked for our college. Collectively, gifts of all sizes make a significant difference on our campus.

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Elise H. Mullaney, Director of Development Watson College of Education mullaneye@uncw.edu 910.962.2525

Thank you for being part of the Watson College of Education community and for your dedication to its success.

Scholarship Endowment

Betty Holden Stike established a scholarship endowment at UNCW in 1995 to support students enrolled in teacher preparation programs at the Watson College.

The endowment supports rising seniors who are majoring in elementary education. Scholarships are awarded to students with strong academic performance who demonstrate characteristics found in good teachers and the potential to make a positive contribution to the teaching profession.

Kassidy Wait was awarded a Betty Holden Stike Scholarship in the fall 2014. A talented painter and mother to six-year-old Ayden, Wait said a love of art and children led her back to school with a goal of becoming an elementary school teacher. Wait, who comes from a family of educators, is passionate about teaching, but said it isn't easy to balance her

responsibilities as a working single mother and full-time student.

"The scholarship came at the perfect time," Wait said. "It gave me a new burst of hope and re-affirmed that I am indeed on the right path with my plan to become a teacher."

Stike and others continued to support the endowment for nearly 20 years. Thanks



Kassidy Wait, 2014 recipient of the Betty Holden Stike Scholarship, with her son Ayden.

to her generosity, the Betty Holden Stike Scholarship serves as a continual source of support for UNCW students who choose to become teachers.



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